

OTD VAULT COPY NO. 899

READING IMPROVEMENT

Student Manual^a 1

June 1955

TAB

ORIENTATION

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READING IMPROVEMENT COURSE

SUBJECT: Orientation

METHOD OF PRESENTATION: Lecture

OBJECTIVES OF INSTRUCTION:

To orient the student to the aims, techniques, and methods of the Reading Improvement Course.

SUMMARY OF PRESENTATION:

The initial session is designed to acquaint the student with the basic aims of the course and how the aims are achieved. The reading skills which will be developed are defined and discussed. A description of the mechanical and visual aids is given to brief the student on some of the techniques used to increase reading efficiency.

The need for adult reading improvement courses and the history of the reading improvement field are presented.

REFERENCES:

Witty, Dr. Paul How To Become A Better Reader

"Checklist to Find Your Reading Needs", pp. 24-25

"How Do Your Eyes Behave While Reading?", pp. 28-37

"Table 4, Examples of Reading Purposes, Reading Materials, and Reading Methods", p. 38

Lewis, Norman How To Read Better And Faster

"An Analysis of Your Present Reading Habits", pp. 28-37

"Inner Speech, Vocalization, Lip Movements, and Regressions", pp. 204-222

Wilking-Webster A College Developmental Manual

"To The Student" pp. ix - xviii

Glossary

Attention span

Orientation

READING IMPROVEMENT BRANCH

Reading Improvement Course

Outline

I. Purpose of the Course

A. Definition

1. The objective of the Reading Improvement Course is to improve job efficiency by increasing the employee's reading ability.

B. Examples

1. Increased reading effectiveness results in greater work productivity.
2. A well-informed person is a more effective employee.

II. History of the reading improvement field and recent developments

A. University of Chicago

1. Dr. R. Buswell

B. Ohio State University

1. Dr. Samuel Renshaw

C. Air University

III. Three techniques for effective adult reading

A. Technical (intensive) reading

B. Extensive (informational) reading

C. Scanning

IV. Skills common to all types of reading

- E. Spot author's qualifications
- F. Classify ideas
- G. Locate main ideas
- H. Draw conclusions
- V. Development of reading skills by mechanical and manual aids.
 - A. Mechanical aids
 - 1. Reading Accelerator
 - 2. Renshaw Tachistoscope
 - 3. Stereomotivator
 - 4. Harvard Films
 - B. Manual Aids
 - 1. Reading exercises in the scanning, extensive, and intensive areas.
 - 2. Lectures and discussions.
 - 3. Psychological factors of interest and motivation.
 - 4. Achievement tests including ophthalmograph record.
- VI. Orientation film "Mr. Parsons and His Paper War"
- VII. Individual ophthalmograph films

READING IMPROVEMENT COURSE

ORIENTATION LECTURE OUTLINE

I. Purpose of the course

- A. The Reading Improvement Course is designed to develop comprehension and perceptual skills so that the reader may comprehend ideas presented in written form more quickly and accurately.
 - 1. Reading improvement results in greater job efficiency.
 - a. It contributes to the knowledge of one's professional field by maintaining command of recent developments through coverage of new ideas, and providing a broader general background.
 - b. Reading improvement provides the employee with more hours to deal with essential problems.
 - (1) Discrimination between essential and non-essential points is one of the skills emphasized in the course.
 - (2) The use of many techniques of reading gives the employee greater flexibility and efficiency in job performance.
 - 2. Civic responsibilities are met with greater efficiency as knowledge of issues is increased through reading.

II. Background developments of the reading improvement field

A. Before 1938

- 1. Most work in the reading field was limited to children, retarded readers, and adults with vocabulary or similar problems.
- 2. Reading courses designed to develop the skill level of intelligent, efficient adults was still in the experimental stage.

B. After 1938

- 1. Dr. Buswell, University of Chicago, developed one of the first courses for graduate students who were having difficulty keeping up with their class work.
 - a. These students had poor reading habits: habitual regression, poor judgment of the main ideas, word-for-word reading, a very slow pace, and poor concentration.

- b. To overcome these habits Dr. Buswell developed the Reading Accelerator.
 - (1) This machine is designed to control the rate at which the student reads, prevent regression, and increase concentration.
 - (2) The Accelerator is used in most adult reading improvement courses.
- 2. Dr. Renshaw of Ohio State University, formulated a theory that vision is both a physical process and a learned behavior.
 - a. To increase the amount of material seen each time the eye focuses on a stimulus, Dr. Renshaw trained several students with an instrument called the Tachistoscope.
 - (1) This is an instrument designed to expose a word, phrase, number, or figure at a rapid rate so that the eye takes in the visual stimulus without time to make spontaneous adjustments.
 - (2) By training the eye to accept larger and larger stimuli, the span of perception increases.
 - b. Dr. Renshaw also applied this technique to reading.
 - (1) In reading, the eye takes in material in a series of stops called "fixations" rather than in a sweeping motion.
 - (2) By increasing the amount of material seen (the span of perception) during each fixation, the rate of reading is increased.
- 3. The Air University combined the techniques of Dr. Buswell and Dr. Renshaw to improve the reading skill of officers.
 - a. This was done first during the war years.
 - b. The Air University still maintains its reading improvement laboratory, and a second laboratory for air force officers is located in the Pentagon Building, Washington, D.C.
- 4. After World War II, many businesses and universities recognized the need for reading improvement and opened laboratories.
 - a. The amount of reading the average adult must do is increasing.

- b. A seventh grade level of efficiency will no longer function as the adult standard of reading efficiency.

III. Three techniques for effective adult reading

A. Intensive Reading (technical)

1. Good reading is not necessarily rapid reading.
 - a. The rate must be adjusted to comprehension requirements.
 - b. The rate should be the highest speed possible to meet the need.
2. Vocabulary work is often a preliminary to correct study of technical reading.
3. Multiple reading gives the best results in intensive reading.
 - a. A quick scanning of the subject to find the range and scope of the author's ideas and viewpoint, areas in which to concentrate study, and general tone of the article, is the best preliminary to study.
 - b. Read the entire article extensively for organization and thought development.
 - c. Identifying necessary details for long-term retention is the final stage in intensive reading.

B. Extensive Reading (informational)

1. Extensive reading is used to explore the development of a subject and general theme of an author.
2. Long-term retention is usually not the main purpose in the reading.

C. Scanning

1. There are four major uses for scanning.
 - a. Scanning for the main idea
 - b. Scanning for specific information
 - c. Selective reading of certain passages and scanning in between for continuity
 - d. Scanning as a preliminary to study

IV. Skills common to all types of reading

- A. The reader must define his purpose, determine the degree of comprehension required, and establish whether the selection is being read for main ideas or details, in order to read with greater effectiveness.
- B. The span of recognition should be as wide as possible for all material.
 1. The span of recognition is the amount of material seen during each fixation.
 2. The span should not vary appreciably regardless of the type of material being read.
 3. It is developed through tachistoscopic training.
- C. Control of vocalization is essential to good reading.
 1. The three levels of vocalization are:
 - a. Muscular vocalization in which words are formed or pronounced with the lips and tongue
 - b. Auditory reading where words are "heard" in the ears while reading.
 - c. Visual reading, in which there is a direct eye-to-mind relationship between the perception of the printed word and the mental comprehension of it without other interferences.
 2. True vocalization, or pronunciation of words as they are perceived, is useful in reading poetry, plays, technical material using many similar or related terms, and in editorial proofreading.
 3. Auditory reading is most efficiently applied to abstract material and semi-technical material with difficult vocabulary.
 4. Visual reading is the most efficient technique for reading novels, newspapers, and for familiar office reading.
- D. Control of regression, or unnecessary checking back through material that has already been read, is essential to good reading.
 1. It is always advisable to check back for material that is needed, when the process is conscious and controlled, and not merely a reflex action of the eye mechanism.

- E. Read not to contradict, not to believe, but to weigh and consider.
 - F. The ideas presented should be classified into an organized whole as one reads.
 - 1. Memory is greater for facts in a logical order than for unrelated facts.
 - 2. Conscious organization tends to make the reader discriminate between essential and non-essential ideas.
 - G. Locating the main idea is essential for good organization.
 - H. Drawing conclusions is the final step of the reading process and should be based on sound judgment of the author's qualifications, facts presented, methods of presentation, validity of arguments, or style of presentation.
- V. Development of basic reading skills by mechanical and manual aids.
- A. Mechanical
 - 1. The reading accelerator is used to control regression, increase concentration, and develop the rate of reading speed.
 - 2. The tachistoscope is used to develop accuracy of perception, increase the span of recognition, and decrease fixation time.
 - 3. The Harvard films are used to develop the reader's proficiency in organization, accuracy of perception, and control of regression.
 - B. Manual
 - 1. Exercises in various types of reading give valuable practice in flexibility of reading skills, and the opportunity to learn new skills.
 - 2. Lectures and discussions of reading tend to focus attention on pertinent training problems.
 - 3. Achievement tests show trends toward improvement, and act as motivating devices.

CHART I

TECHNIQUE

USE

Scanning

1. for specific details
2. selective sampling of material
3. as a preliminary to study
4. to identify main ideas
5. for quick review

EXTENSIVE

1. for general informational reading
2. for pleasure reading
3. for familiar office material
4. in cases where the major theme plus some substantiating detail is needed
5. for review of study material

INTENSIVE

1. for unfamiliar textbook material
2. for books with vocabulary and semantic problems
3. as an aid to memory
4. combined with notetaking and outlining

CHART II
VOCALIZATION

True Vocalization

$$Mtt + Ea + Ei + M = C$$

Auditory Reading

$$Ea + Ei + M = C$$

Visual Reading

$$Ei + M = C$$

TAB

ACCELERATOR
Approved For Release

READING IMPROVEMENT COURSE

SUBJECT: Reading Accelerator

METHOD OF PRESENTATION: Lecture and
Demonstration

OBJECTIVES OF INSTRUCTION:

The purpose of this discussion is to acquaint the student with the history, purpose, and operation of the Reading Accelerator.

SUMMARY OF PRESENTATION:

This lecture provides the student with information concerning the history and objective of the Reading Accelerator. The development of selective reading techniques, concentration, elimination of regressive eye movements, and regularity of reading procedures are discussed.

REFERENCES:

SRA Manual of Operation

Reading Accelerator

READING IMPROVEMENT COURSE

Outline

I. History

- A. The University of Chicago conducted a study to determine the reasons for student failure.
 - 1. One cause of failure was found to be poor reading habits which made it necessary for the student to leave assignments incomplete or sketchily read.
 - a. These students were found to read slowly, with a word-for-word approach and much regression, resulting in poor concentration.

II. Purpose

- A. The Reading Accelerator performs three functions:
 - 1. Encourages optimum concentration
 - 2. Develops control of regressions
 - 3. Develops techniques for discriminating between important points and minor details.

III. Operation of the accelerator

- A. Demonstration
- B. Practice

TAB

TACHISTOSCOPE
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READING IMPROVEMENT COURSE

SUBJECT: Tachistoscope

METHOD OF PRESENTATION: Lecture and Demonstration

OBJECTIVES OF INSTRUCTION:

To inform the student as to the rationale underlying the purpose of the tachistoscope as a training aid in improving reading, and to demonstrate the operation of the tachistoscope.

SUMMARY OF PRESENTATION:

Tachistoscopic practice aids in overcoming inefficient reading habits by (1) Inducing the habit of seeing things as a whole, thus increasing the span of recognition, (2) Developing optimum uses of peripheral vision, (3) Discouraging vocalization, and (4) reducing the tendency to regress.

REFERENCES:

Lewis, Norman How To Read Better and Faster, Chapters 3,4, and 7

Renshaw, Dr. Samuel, Manual For Tachistoscope

Witty, Dr. Paul How To Become A Better Reader, Chapter 5

Tachistoscopic Training for Reading Improvement

READING IMPROVEMENT COURSE

Outline

- I. History of Tachistoscope in Reading Training
 - A. Renshaw's training methods and results
 - B. Use for aircraft recognition training
 1. Findings of Air Force laboratories
- II. Description of machine
 - A. Demonstration of mechanics
 - B. Explanation of practice procedure
- III. How training improves reading
 - A. Increases span of recognition
 1. Physiological factors
 - a. Description of physiology of the eye - the retina and its connections with the brain.
 - b. Definition of peripheral vision
 2. Psychological factors
 - a. The use of peripheral vision in reading
 - (1) Attention and selectivity
 - b. Seeing things as a whole - Gestalt psychology
 - B. Reduces regressions
 1. Development of accuracy with speed
 - C. Helps eliminate vocalization
 1. The tachistoscope and "visual" reading
 - a. Eidetic imagery

A. Daily procedure

1. When to practice on more difficult digit series

B. Techniques for facilitating practice

1. Distance from machine
2. Fixation cross
3. Reproduction of digits

THE TACHISTOSCOPE

General Background

The tachistoscope was developed in the late 19th century by Dr. Wilhelm Wundt, a German psychologist, as an aid in the study of perception. It is an instrument equipped with a shutter designed to expose a phrase, a group of numbers, or a figure, so quickly that the reflex-controlled eye mechanism does not have time to move or make spontaneous corrections while the stimulus is present.

One of the earliest applications of the tachistoscope to reading was a study made in 1911 by Dr. R. Heller which studied the patterns of perception of unconnected letters made by observers. It was not until World War II that tachistoscopic study was fully explored as a practical training aid. Like Dr. Heller, most psychologists and educators regarded the tachistoscope as an experimental instrument.

Practical Applications to Reading

Dr. Samuel Renshaw of the Ohio State University was one of the foremost advocates of the tachistoscope as a training instrument. His tachistoscopic method of training aircraft and ship recognition was widely adopted by the Army and Navy during World War II, and seemingly substantiated Dr. Renshaw's hypothesis that vision is both physical and learned behavior.

Because Dr. Renshaw felt that vision was partially a learned behavior and could be trained to a higher degree of efficiency, he felt it would be possible to train people to read more effectively by developing better perceptual techniques for identifying and assimilating word symbols.

In reading, the eye does not move in sweeping movements across a page, but takes in material in a series of "stops" called "fixations". Like a camera, the eye cannot focus while it is in motion. The amount of material taken in during each fixation is called the "span of recognition", and it is this span that increases with training. The tachistoscope flashes a certain amount of material for a brief period of time until the eye and the mind learn to assimilate the stimulus number. When the adjustment to this amount of material is made, the size of the stimulus number is increased. The increases in the amount of material seen during each fixation carries over into the reading process. As a result, more material is seen in less time with the same comprehension.

The purpose of the tachistoscope is twofold:

- (1) to increase the amount and accuracy of material perceived during a fixation
- (2) to reduce the amount of time required per fixation

The contrast between the pattern of a good reader and that of a poor reader is shown below:

Each single line below shows one fixation.
Each double line shows a regression.

Good reader: _____
The good reader takes in more material per fixation

Poor reader: _____

Good reader: _____
than the poor reader, does not regress, and spends less time

Poor reader: _____

Good reader: _____
per fixation than does the poor reader.

Poor reader: _____

Digits are preferred for training because they have little association for the students; and unless they are seen clearly, cannot be reproduced. Words give clues and cues from context and the student may feel that he has seen one clearly when this is not the case. The phrase "for special purposes" was recorded several times by one student as "for special pepooses" before he realized he was not seeing it correctly. Also, words are easily memorized, and training might reinforce the word-for-word reading habit the student is trying to overcome. Use of nonsense syllables is sometimes satisfactory, but often they also form easily-identified patterns.

All training sessions should be conducted in a well-lighted room. If training is conducted in darkness or semi-darkness an after image is seen which prolongs the exposure time, encourages vocalization, and reduces training efficiency. Also, darkness is unlike the reading environment and may be a barrier to effective transfer of training to the reading situation.

During the middle of the course it may be advisable to spend some time working on words and phrases to overcome any boredom that may occur with the constant use of digits. Words and phrases also help students who have memory difficulties or who have reached a plateau in training.

Some students do not have the confidence to work at 1/100 of a second. Flashing a kodachrome slide of a familiar person, place, or thing is usually enough to make successful transfers of confidence in visual skills to the training situation.

A few students may be unable to make the muscular adjustment as rapidly as 1/100"; training at 1/50" is then justified. Despite the recommendation of the manual of operation that training should start at 1/50", we have found this extra step in learning unnecessary and ineffective.

The student should look upon tachistoscopic training as an eye-to-mind relationship. To develop this, the following rules should be followed:

- (1) Release the shutter with the LEFT hand and keep the right hand with pencil ready to write.
- (2) Write the digits as rapidly as possible. DO NOT repeat the numbers silently before beginning to write. This might reinforce vocalization.
- (3) Do not look at the page while writing.
- (4) Check the digit for accuracy immediately. Adjustments in focal point or attention may be made, and poor habits eliminated, as soon as recognized.

TAB

OPHTHALMOGRAPH
A-RDP78-03362A0018001700

SUBJECT: Ophthalmograph

METHOD OF PRESENTATION: Lecture and
Interview

OBJECTIVES OF INSTRUCTION:

To explain and interpret the ophthalmograph film.

SUMMARY OF PRESENTATION:

The purpose of this session is to acquaint the student with his reading pattern, and to illustrate the best type of eye movements. Through the history of research leading to the present day ophthalmograph, the student receives an explanation of techniques and methods used to identify and measure eye movements during reading.

The problems of number and duration of fixations, span of recognition, timing, regularity of reading and regression are explained. The differences between the habits of good and poor readers are also emphasized.

REFERENCES:

The Master Ophthalmograph

REMARKS:

Interpretation of the ophthalmograph record is given to each student on an individual basis.

Ophthalmograph

READING IMPROVEMENT COURSE

Outline

I. Purpose of lecture

- A. To discuss the history of the ophthalmograph.
- B. To illustrate how a typical ophthalmograph film is interpreted.
- C. To relate the measures shown on ophthalmograph to the overall aims of the course.

II. History of ophthalmograph.

A. 1870-1885

- 1. The earliest studies of eye movements involved the after-image phenomena, but the relationship of eye movements to reading came at a later date.
- 2. In 1879 Dr. L. E. Javal of France identified and named the saccadic eye movements.
- 3. Initially, study was confined to observation and laboratory techniques.
 - a. Refined methods of observation
 - (1) Mirror method
 - (2) Peephole method
 - (3) Finger method

B. 1885-1917

- 1. Two major developments were precipitated by the need for a permanent objective record.
 - a. Mechanical means

- (1) Lever systems
- (2) Fambour method
- (3) Rubber sleeve method

b. Photographic methods

- (1) Falling plate method

c. 1917- to date

- 1. Further refinement of photography and its uses resulted in the development of the ophthalmograph.
- 2. Mirror and Camera arrangements.

a. J. S. Karslaki, Purdue University

III. Interpretation of the ophthalmograph record

- A. Number of fixations
 - 1. Quality
 - 2. Quantity
- B. Significance of regressions
- C. Width of span
- D. Duration of fixations
- E. Rate
- F. Comprehension

IV. What ophthalmograph measures mean

- A. Reading consists of seeing and comprehending.
- B. The ophthalmograph record is a sample of the student's characteristics "seeing" techniques.

TAB

001-1 COMPREHENSION

READING IMPROVEMENT COURSE

SUBJECT: Comprehension

METHOD OF PRESENTATION: Lecture

OBJECTIVES OF INSTRUCTION:

The objective of this lecture is to discuss the variation of the comprehension requirement with the material and the purpose of reading, and to instruct the students in techniques which are applicable to the diverse comprehension requirements.

SUMMARY OF PRESENTATION:

Comprehension requirements are classified into three broad categories:

(1) Technical or intensive reading when the purpose is to master new subject material. The skills required are translation, integration, analysis and evaluation. The best procedure is (a) rapid preliminary survey of the material, (b) formulation of questions prior to the reading, (c) careful reading, and (d) review and recitation of important points.

(2) Extensive reading with the purpose of acquiring a broader frame of reference and widening the range of knowledge. The skills required are integration, analysis, and evaluation. The best procedure is rapid and thorough reading of the material. The extensive reading rate should be as fast as the thinking process permits.

(3) Scanning for (a) the main idea, (b) specific information, and (c) a preview of the material. To read effectively the reader must first review the material and the specific purpose for the reading.

REFERENCES:

Rosenthal, Hummel and Lichty: Effective Reading, Methods and Models;
Houghton Mifflin Co.; Chapters 1-3

Bird, Charles and Dorothy: Learning More By Effective Study; Appleton-Century-Crofts; Chapters 3 and 4

Witty, Dr. Paul: How To Become A Better Reader; Chapter 6,9,10,11,13,17

Comprehension Requirement and Reading Rate

READING IMPROVEMENT COURSE

Outline

I. Introductory Remarks

- A. Definition of "ideal" comprehension

II. Intensive or Technical Comprehension Requirements

- A. Purpose: Mastery of new subject matter
- B. Characteristics of material requiring technical reading
 - 1. New and difficult vocabulary
 - 2. Complex concepts
 - 3. Complex organization
- C. Examples of intensive reading, as determined by the reader, the material, and the momentary requirement.
 - 1. Reading of a physics textbook by a neophyte for the purpose of taking an examination.
 - 2. Young bride, who cannot cook, reading directions on how to bake a cake.
 - 3. Drama critic reading Christopher Fry's "The Lady's Not for Burning".
- D. Nature of Mechanical Skills
 - 1. Some regressions are necessary.
 - 2. Vocalization is sometimes necessary.
- E. Recommended Procedure
 - 1. Scan for a preview
 - 2. Read thoroughly but rapidly
 - 3. Review and recite (orally)
 - 4. Scan for a review

III. Extensive Comprehension Requirements

A. Purpose

1. To broaden general range of knowledge
2. To derive pleasure and appreciation
3. To add to basic framework of knowledge in a technical field

B. Characteristics of material

1. Familiar vocabulary
2. Information organized in terms of broad concepts
3. Clear style and organization of material

C. Examples

1. Social science textbooks
2. Novels, biographies, current affairs
3. Murder mysteries

D. Nature of Mechanical skills

1. Span of recognition includes groups of words and phrases
2. No regressions
3. Vocalization or auditory reading is used when literary style is being analyzed

E. Recommended Procedure

1. Read table of contents; define your purpose for reading.
2. Read the entire book or article rapidly and without regressing.
3. Organize and think about the knowledge gained from the reading.

IV. Scanning Comprehension Requirements

A. Scanning for specific information

1. Examples: Scanning telephone book
Scanning 50 page report on "The Economic Situation in Germany" for reference to a trade agreement between Germany and Italy.

2. Recommended procedure: Sweep eyes down page in a spiraling motion

B. Scanning for the main ideas

1. Example: scanning a newspaper story to obtain general information
2. Recommended procedure: Run eyes rapidly from left to right

C. Scanning for a preview

1. Example: Scanning a textbook chapter for major points before thorough reading
2. Recommended procedure: Move eyes rapidly over pages, pausing on key words and headings.

COMPREHENSION

Reading comprehension is the ability to perceive, identify, interpret, evaluate, assimilate, and retain concepts developed within the symbols of writing. It is not a simple, unchanging process, but varies with demands for depth of understanding, content difficulty, and the purpose for which the material is read. Reading is thinking, and the details and techniques of organization necessary for good thought are necessary for concise and critical reading.

The good reader must learn to use all aspects of comprehension, and to apply the technique most effective for the material. It would be as wasteful to read an entire timetable to find the time of a train arrival, as it would be to skim a report when details are needed. The good reader is versatile. Ideal comprehension is the proper identification of the purpose for which the material is being read, and the application of the reading rate and degree of comprehension calculated to extract maximum value for the purpose of the reading.

Intensive Reading

Technical reading, the most intensive of the three major categories of reading, requires a thorough knowledge of the main idea as well as all substantiating details. Mastery of these aspects, when the purpose is long-term retention, is not obtained by a single reading but rather through a specific plan of multiple readings. Less time is required to read in an organized, planned manner than with a haphazard approach, when attempting to apply maximum concentration and comprehension. Concentration is essential for effective reading.

A study plan for technical reading is presented below:

(1) Read the entire selection quickly to determine the scope of the subject, the author's viewpoint, and the range of facts presented. This broad, over-all view will assist one to organize the material.

(2) Re-read the material critically. Be aware of source material and the details used to substantiate major points.

When the main skeleton of the author's idea is known, details may be filled in more easily and effectively. Darwin, for example, is reputed to have had one of the most remarkable memories known to the modern-day scientist, but his memory for biological details was organized, and proceeded from major premises to minor. His mind was not a hodgepodge, and details were remembered only if they had a function. Following the cue of Gestalt psychologists, remember

the whole, and the parts will in turn be recalled. This is much more effective than to try to make a sum of several insignificant pieces.

(3) Review immediately. Facts are forgotten most often immediately after learning. To forestall the forgetting process, review soon after learning, by verbal or written discussion or mental review. Study any vocabulary or conceptual problems.

Vocabulary and conceptual problems should not be confused with reading-habit problems. For example, the sentence "The cyprinid genus Schizophysopsis is characteristic of Tibet" will make any reader pause unless he fully understands the terms "cyprinid" and "Schizophysopsis", but this is not an indication of poor reading habits. Slow reading because of vocabulary difficulty in a foreign language is another example of problems not caused by poor reading habits.

The three steps, read, re-read, and review with vocabulary study, point the way to effective technical reading.

Extensive Reading

In extensive reading the main idea is sought and nonessential details are ignored. To clutter up one's mind with rhetoric when only basic facts are needed is wasteful in both time and energy. It also deprives the reader of a clear look at the major issues. For this reason, almost all reading should be approached extensively at first, evaluated, and then studied if necessary. If Plato's "Republic" were read first extensively instead of approached as if every word were the ultimate of wisdom, many more people would know the fine thinking and exquisite language that make up this book. Plato philosophized but he also had a sense of humor, poked fun at the human race and its frailties, and told a great deal about his own civilization. Should we miss these factors by becoming too engrossed in the details of philosophical inquiries? Enjoy it first, and then carry this enjoyment into study and technical approaches.

Extensive reading can be done effectively only with a high degree of concentration; "mind wandering" and "wool gathering" would interfere with comprehension. If the reader has time to wander into thoughts of other things besides the content of the book, he is not reading at his optimum rate to achieve complete concentration. The reading rate should be increased.

Skimming

To say that comprehension rates for skimming are low, is not quite accurate. The aspects of the content that one is looking for are recognized clearly, and the rest is ignored. Skimming a page of "Smiths" in the telephone book in order to find the address of Mary Ellen Smith is an example; the details of the other Smiths are disregarded. The same technique is also helpful in searching

for specific facts. It takes practice to discipline oneself to use all of the clues, cues, and side helps to find specific facts without wasting time on unnecessary reading.

Reading is a pleasure, a source of information, and the basis for most decisions that are made today. It deserves the liveliest interest and the best techniques we can master.

SPECIFIC SOURCES OF DIFFICULTY IN COMPREHENSION

The following material is from the book Problems in the Improvement of Reading by Constance M. McCulloch, Assistant Professor of Education, San Francisco State College, San Francisco, California; Ruth M. Strang, Professor of Education, Teachers College, Columbia University; and Arthur E. Traxler, Associate Director, Educational Records Bureau. Published by McGraw-Hill Book Company, Inc., 1946, pp. 285-286.

The remediation of comprehension difficulties, as well as of vocabulary difficulties, requires some appreciation of the reason for their existence. Besides, the remediation of comprehension difficulties depends upon their particular nature. We cannot work on comprehension ingeneral and expect to get the best results. We must put our emphasis where it is needed. Hence, the following list was prepared to suggest the sources of difficulties in the three main areas of comprehension.

Reasons for Comprehension Difficulties

1. Residing in the Author

- a. Poor writing: poor organization, no stress to designate main points, unnecessarily involved expression and thinking; remotely placed modifiers
- b. Difficulty of concepts involved: if Einstein were to write in monosyllables on the theory of relativity, he would still leave most of us behind him.
- c. Unfamiliarity with the topic discussed
- d. Unfamiliarity with the vocabulary
- e. Lack of helpful illustrations and illustrative material
- f. Lack of appropriately placed and worded definitions
- g. Lack of concrete examples
- h. An overabundance of prepositional phrases
- i. Too many complex, compound, and inverted sentences
- j. The presence of many pronouns

2. Residing in the Teacher

- a. Too much word drill, to the neglect of silent reading for understanding
- b. No specific helps in reading for different purposes in

- c. The use of reading material too difficult for the student to read successfully for any purpose
- d. Ignorance as to the kind of reading the student's next assignments will demand
- e. Failure to discover disabilities in various types of reading; tendency to attribute all reading difficulty to low intelligence or lack of application
- f. Failure to identify the causes of disability
- g. Failure to develop in the student the ability to concentrate for long periods of time (inability to concentrate on long passages will not show up in most reading tests because of their brevity)

3. Reading in the Student

- a. Tendency to ignore unknown words
- b. Failure to suit reading technique to the purpose for which he is reading
- c. Inability to retain an orderly mental picture of the sequence of events, or relationships of dominance and subordination among ideas
- d. Failure to apply active thought to matters such as pronoun reference and facts that should induce inferential thinking
- e. Tendency to skip over passages whose meanings are not clear
- f. Failure to make use of headings, footnotes, index, illustrations, questions, and other helps to meaning
- g. Failure to take notes on, underline, check, discuss, repeat, or otherwise reinforce the memory of the ideas read
- h. Failure to evaluate the author's point of view or emphasis, and to take these into account in order to fulfill the author's purpose

TAB

HARVARD FILMS

SUBJECT: Harvard Films

METHOD OF PRESENTATION: Lecture

OBJECTIVES OF INSTRUCTION:

To orient the student as to the purpose of the Harvard Film exercises as a training aid.

SUMMARY OF PRESENTATION:

Before films are presented the series, content and method of presentation are described. The films accomplish two important functions in training: (1) They pace eye movements, preventing regressions and increasing span of recognition, and (2) The exercises following the film help to clarify different areas of comprehension. The differences among these areas are discussed.

REFERENCES:

Instructor's Manual

Harvard Films

READING IMPROVEMENT COURSE

Outline

I. Description of films

- A. Purpose
- B. Method

II. How films help improve reading

- A. Control of eye movements
 - 1. Return sweep
 - 2. Duration of fixation
 - 3. Regressions
 - 4. Span of recognition
- B. Control of reading speed
- C. Exercises clarify comprehension requirements
 - 1. Details
 - 2. Main ideas
 - 3. Inference
 - 4. Organization after reading

Note: After presentation of each film, the specific content of the film is discussed. Students are encouraged to give their opinions concerning the questions asked and of the topic of the film.

TAB

CONCENTRATION
Approved For

READING IMPROVEMENT COURSE

SUBJECT: Concentration

METHOD OF PRESENTATION: Lecture and Exercise

OBJECTIVES OF INSTRUCTION:

To discuss the importance of concentration for effective reading and methods for facilitating good concentration habits.

SUMMARY OF PRESENTATION:

The ability to concentrate is a highly individual skill and good readers generally develop unique methods for facilitating comprehension. Some factors which hinder concentration are: (1) Those connected with the reader, including (a) lack of purpose, (b) conflict of purpose, (c) lack of interest in the material, (d) failure to schedule reading time, (e) poor reading techniques, i.e., reading for words rather than meaning or reading too slowly for material, (2) Those connected with material read - obscure and uninteresting style; and (3) Those connected with reading environment - noises, distractions, etc.

An exercise which illustrates some of the pitfalls of poor concentration is presented.

Concentration

READING IMPROVEMENT COURSE

Outline

- I. Demonstration of divided attention
- II. Concentration and reading rate
 - A. Role of concentration in accelerator practice
 - 1. Concentration and eye movements
 - 2. Concentration and selectivity
 - 3. Control of mind wandering
- III. Factors which hinder concentration
 - A. Those connected with the reader
 - 1. Lack of purpose
 - 2. Conflict of purpose
 - 3. Lack of interest
 - 4. Failure to schedule reading time
 - 5. Poor reading techniques
 - a. reading words rather than meaning
 - b. regressive habits
 - 6. Visual or body fatigue
 - B. Those connected with material read
 - 1. Obscure or uninteresting style
 - 2. Pointless writing
 - 3. Difficult concepts

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IV. Recommendations for control of above factors

V. Exercise in concentration

HOW TO CONCENTRATE

Have you ever had the experience of reading a paragraph or page without having the slightest idea of what it was about? The individual words may have been familiar, but the whole conveyed no meaning to you. This experience is common.

Two reasons why we sometimes miss the meaning of our reading are: (1) our attention has wandered; (2) we have formed the habit of reading words rather than thoughts.

The first of these causes, inattention, is perhaps the more common. Another name for it is "lack of concentration." When our attention wanders, words slip by us and leave no trace of meaning. Under such conditions we cannot expect a harvest of logical thought. We go through the motions of study or reading, but do not get results. We waste time that could be used far more pleasantly and profitably.

There are a number of reasons for an apparent inability to concentrate. Some of them are: (1) lack of purpose; (2) inner conflict; (3) failure to schedule reading time; (4) inefficient approach to reading; and (5) dull, difficult, or poorly written material.

How can we learn to give undivided, wholehearted atten-

immediate--a question to be answered, a direction to be followed, or a desire to learn what happens to the hero of a story.

Often the reading task is related to a larger purpose. For example, it may be necessary to comprehend a dull assignment in order to complete successfully a course of study which is important to our future. When we lose sight of the goal or end result, we often become aimless in our reading. If our awareness of the purpose is concrete and definite, we can direct our attention and hold it to the printed page.

Inner conflicts may also interfere with attention. For example, one boy could not concentrate on his college work because he was so disturbed about his future vocational plans. His father wanted him to enter a vocation in which he had little interest or aptitude. It is unusual to find a person who has no unsolved personal problems. Such problems cannot be successfully solved by worrying. Thinking them through by yourself, or, even better, in the presence of an understanding person in whom you have confidence, will help to solve them. If you can resolve some inner conflicts, you are in a better position to devote your energy to concentrating on reading. In the meantime, by devoting yourself wholeheartedly to a worth-while task you may gain perspective on your problems.

the same promptness and attention with which we begin to read these articles? Do we usually read with the same degree of concentration that we show in this timed reading? If we set a reasonable time limit for an assignment, we either concentrate or fail to finish the assignment.

The busier we are and the more pressing the demands on our time, the more we need to schedule our time. All of us have had the experience of doing more than we had thought possible in a given time when we simply had to do it. Why not use this aid in our daily reading?

If we approach our reading with an active mind, the book catches and holds our attention. Some readers have found certain devices useful in keeping their minds on the subject. One device is to jot down key thoughts as one reads. These words act as a fence to confine our wandering thoughts. The practice of underlining key ideas and making notes at the end of each section serves the same purpose. Other persons do not permit notetaking of any sort to distract their attention from the reading task itself. Once more we see that reading is a highly individual process.

Many kinds of reading material attract and hold our attention. Interesting characters, background, and plot catch our attention

contemporary events, and, at the same time, focusing our attention on what we are reading. One's attention does not lapse when a book is highly charged with interest. Such books offer the best kind of practice for developing the habit of concentration.

On the other hand, writing which is poorly constructed, uninteresting, or full of long, involved sentences and unfamiliar words makes concentration much more difficult. By first reading supplementary material written in an interesting, simple, and appealing style, you can build background in the field, which will make the original material more understandable. For example, if you are interested in aeronautics, it is a good idea to read some of the popular magazines on flying before you read the more difficult technical books on the subject.

To get the meaning of a passage, we must focus our attention on its content--on what we are reading, not on how we are reading. Although studying the how and why of reading helps us to achieve better ~~form~~ in reading, such study should be restricted to special periods of reading instruction. In all other reading, we should practice the best reading techniques automatically.

Perfecting ~~your~~ ability to concentrate will make your reading more effective and leave more time for other activities. You

How to Concentrate

QUESTIONS

A. What did the author say?

B. Fill in the blank spaces in each of these statements:

1. We sometimes miss the meaning of what we read because

2. The effect of poorly organized reading material is to

3. While reading we should focus our attention on _____

- C. Circle the letter in front of the best answer in each of the following exercises:
1. The central thought of this article is:
 - a. Detective stories and other highly interesting material do not require concentration.
 - b. Lack of concentration is common among persons of all ages.
 - c. One can learn various ways of improving concentration.
 - d. We should give wholehearted attention to what we are doing.
 2. Inner emotional conflicts:
 - a. Can be solved by worrying enough about them.
 - b. Consume energy that could be used in reading.
 - c. Intensify concentration on reading.
 - d. Are rapidly increasing among people today.
 3. From this article you can infer that the author believes that:
 - a. Because of the conflicts and the confusion of modern life, few persons can learn to concentrate.
 - b. It is easy for everyone to learn to concentrate while reading.
 - c. Most students can increase their concentration while reading.
 - d. All men are created free and

D. Mark with a "T" the true statements; mark with an "F" the false statements:

1. _____ The best way to take notes is by copying words and phrases as you read.
2. _____ If the reading assignment is dull, it is impossible for us to concentrate on it.
3. _____ All good readers use the same devices to insure concentration.
4. _____ Setting a time limit for reading an assignment helps many students to concentrate.
5. _____ Attention is sure to be high when a book is about a highly interesting subject.
6. _____ Popular science articles are a good prelude to a science textbook.
7. _____ Study of the reading process itself should be restricted to periods of instruction in reading.

E. Circle the letter in front of the most precise meaning of each underlined word as it is used in this article.

1. Authentic science articles.

- a. Didactic
- b. Authoritative
- c. Pure
- d. Inaccurate

2. Keeping up with contemporary events.

- a. Present-day
- b. Historical

3. Practice the best reading techniques automatically.

- a. Faithfully and regularly
- b. Without thinking of them
- c. Concentrating on them
- d. Voluntarily

F. Do you have one subject in which the reading bores you and your attention wanders? Which suggestions in this article can you apply to reading in this subject?

E X E R C I S E O N C O N C E N T R A T I O N

Concentration is the power to keep your mind focused purposefully upon one subject, to the rigid exclusion of others. To read well you must concentrate. No activity except perhaps writing or thinking makes more rigorous demands upon the whole mind than reading. Here is an exercise to test your powers of concentration. Following is a title page of a past issue of the Readers Digest. Do exactly what you are told to do. You should come out with a bit of information pleasing to you. Time yourself. Use page two for completing the test and recording time. The correct answer will be given at your next period.

1. Write the 5th word of the 7th title
2. Follow it by the last word of the last title of an article from a magazine.
3. And the nominative case of a word that follows a colon in a title.
4. Then the 2nd word of the 2nd title
5. Next the 7th word of the 9th title
6. And the past tense of the 2nd word of a title that is followed by the name of a magazine and a 3-digit number whose 2nd digit is the same as the 1st and whose 3rd digit is
7. $2\frac{1}{2}$ times the sum of the 1st and 2nd.
8. Number from right to left the words you have written.
9. Eliminate word 4.
10. Renummer them the same way
11. Eliminate the next to the highest numbered; renumber as before.
12. Capitalize word 2.
13. Put the words in this order 2-3-4-1.

CPYRGH

THE READER'S DIGEST TITLE PAGE

| | | |
|--|--|-----|
| The Struggle for American Air Power. | William Bradford Huft. | 1 |
| You Can Change the World. | From the Book | 7 |
| The Most Overpowering Woman in Europe. | Life | 11 |
| The "Dynamic" men of Dallas | Fortune | 16 |
| King Ibn Saud's County Agent | Country Gentleman | 21 |
| God Hates a Coward. | Omaha World-Herald | 25 |
| Museums Don't Have To Be Stuff. | Saturday Evening Post | 27 |
| With The Airlift Boys in Berlin | Forum | 31 |
| How to Acquire the Art of Leadership. | Henry C. Link | 37 |
| Is Big Business Too Big? | Joseph C. O'Mahoney | 41 |
| Who Has The Best New Submarine. | Harper's Magazine | 46 |
| Doctor At The End Of The World | United Nations World | 51 |
| Life In Those United States | | 55 |
| Worker's Paradise | Ferec Nagy | 58 |
| What Do You Mean - Dumb Animals? | American Magazine | 63 |
| The Rebirth of Tony | "Foremen Leaders Or Drivers?" | 67 |
| Hypnosis In Your Living Room | Architectural Forum | 70 |
| To the Rescue of Charlie Stielow | American Weekly | 73 |
| What Price Money? | Your Life | 81 |
| My Most Unforgettable Character | Patricia Rawlins | 84 |
| Death on Parade | Christian Herald | 90 |
| He Makes People Sing | Recreation | 93 |
| Drama: Tommy's Big Trout | William Chapman White | 97 |
| Shouldn't Doctors Have Rights Too? | From A Broadcast | 101 |
| Peter "The Great" | Edwin Miller | 103 |
| I Get My Money's Worth From Local Taxes | Saturday Evening Post | 109 |
| The Golden Age of Honey | Nature | 111 |
| I Learn To Live Again | Argosy | 115 |
| Do You Want To Save Money On Gas And Oil? | American Mercury | 119 |
| Vice-President In Charge Of Doing Good | Kiwanis Magazine | 121 |
| BOOK As Others See Us | Andre Vissen | 131 |
| SECTION Approved For Release 2001/11/01 : CIA-RDP78-03362A001800170001-1 | Cheaper By The Dozen; F.B. Gilbreth, Jr. & Ernestine Carey | 137 |

READING IMPROVEMENT LABORATORY

EXERCISE ON CONCENTRATION

NAME ----- TIME REQUIRED -----

ANSWER -----

SUGGESTIONS TO DEVELOP YOUR ABILITY TO
CONCENTRATE

1. Be interested. There is no spur to concentration like honest interest.
2. Be determined. Concentration is a habit and must be formed. Habits require, at first, a conscious effort of the will. Force yourself to let nothing come between your mind and the matter on the page before you.
3. Be conscious of time. Do not dawdle.

TAB

TOP SECRET
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READING IMPROVEMENT COURSE

SUBJECT: Vocalization

METHOD OF PRESENTATION: Lecture

OBJECTIVES OF INSTRUCTION:

(1) To define the terms vocalization, auditory reading or sub-vocalization, and visual reading, (2) To identify the reading pattern of each student, and (3) To discuss methods of improvement at each level.

SUMMARY OF PRESENTATION:

The perception and interpretation of reading may be performed at three levels: (1) The level of vocalization in which words are pronounced mechanically with the muscles of the tongue and throat, (2) Auditory reading or sub-vocalization, in which the words are heard but not pronounced, and (3) The most rapid means of reading, visual reading in which concepts are comprehended without intermediate steps.

During the lecture the correct use of each level is discussed, including selection and purpose of technique, and its application to technical, extensive, or intensive reading.

REFERENCES:

Bird, Charles and Dorothy M. Learning More By Effective Study pp. 69, 74, and 81.

Lewis, Norman How To Read Better and Faster, Chapter VI

Vocalization

READING IMPROVEMENT COURSE

Outline

I. Definition of terms

A. Vocalization

1. Involves the use of the mouth, tongue, throat, eye, ear, and brain in the perception process of written symbols.
2. Written as an equation: $MTT + Ea + Ei + M = \text{Oral Reading}$.
3. Use of the speech muscles limits reading speed to approximately 250 wpm.
4. Vocalization is a useful tool in gaining a pronunciation knowledge of a foreign language, in the study of poetry or drama, and in some cases as an aid in memorizing material.

B. Sub-Vocalization or Auditory Reading

1. Consists of hearing words without forming the words with the tongue or throat.
2. Expressed as an equation: $Ea + Ei + M = \text{Auditory Reading}$.
3. There is a wide range of rates in auditory reading.
4. Auditory reading is useful when reading for abstract concepts, and for most intensive study material.

C. Visual reading

1. This process identifies basic concepts without using intermediate processes of hearing or speech.
2. Expressed as an equation: $Ei + M = \text{Visual Reading}$
3. Visual reading is the most efficient method of reading extensive material.
 - a. Not all students are capable of making the transition from auditory to visual reading.

II. Selection of reading method

A. Technical work involving vocabulary difficulty

1. Vocalization is useful at this level, after the main theme of the material is known.
2. Auditory reading is best to gain the main idea.

B. Poetry, plays, and verse

1. Vocalization aids in the appreciation of verbal construction.
2. When theme is less important than form, vocalization is preferred.
3. When theme and conceptual development are desired, auditory reading is preferred.
4. For main idea, an introduction to the style of an author, or major outline, visual reading is recommended.

C. Extensive reading for main idea coupled with substantiating detail.

1. Fiction

- a. Visual reading is recommended for most reading at this level.

2. Non-fiction

- a. When unfamiliar concepts are involved, auditory reading is recommended.
- b. When dealing with familiar concepts, visual reading is recommended.

D. Scanning for main idea, or specific detail

1. Selective reading using the visual technique is recommended in all cases.

III. Control and development of vocalization, auditory, and visual reading

A. Vocalization

1. To discourage vocalization, engage the muscles of speech in other activity.

B. Sub-vocalization

1. To discourage sub-vocalization, establish a mental interference so that only through the visual process can comprehension be achieved.

C. Visual reading

1. To encourage visual reading, select a book with much description of scenery, people, color, mood, place, etc., and read as rapidly as possible.
 - a. Use the highest degree of concentration possible.
2. Use an interference to auditory reading.

VOCALIZATION

Reading skills exist on three levels: (1) true vocalization, in which there is a physical process of forming the words with the lips, throat muscles, or tongue; (2) sub-vocalization or auditory reading, in which the words are heard mentally in the ears; and (3) visual reading, in which there is no interference between perceiving and interpreting words and symbols.

Diagrammatically, this may be expressed as follows:

Vocalization



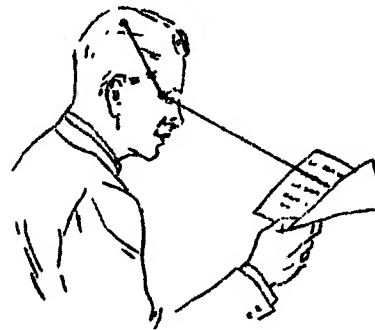
Eye + Mouth, Tongue and
Throat + Ear + Mental
Assimilation

Auditory Reading



Eye + Ear + Mental
Assimilation

Visual Reading



Eye + Mental
Assimilation

Often students interpret this to mean that one method, visual reading, is preferred; and the other methods, true vocalization and auditory reading, should be eliminated. This is not true. Skill should be developed and maintained on all three levels. Control and proper use, rather than elimination, is basic for good reading.

True vocalization is useful in learning the pronunciation of a foreign language. It helps one get the feel of a language in a way not possible by reading for meaning alone. It should always be remembered, however, that a word-for-word approach should be applied purposefully; not because it is the only way a student can read. Vocalization should be alternated with auditory and visual reading for full utilization of skills.

In reading a play, pronouncing the words can sometimes aid in understanding tones of voice, changes in emphasis, and the effect of such changes in the interpretation an actor might give a role. Forming words may help in memorizing. Poetry may be read to advantage on this level; also material with unfamiliar technical terminology, after it has been scanned for the main idea.

True vocalization has certain disadvantages that should be kept in mind. For example, the rate of reading is reduced to the rate of pronunciation, approximately 250 words per minute, and the slower speed may hinder insight into the main idea of the selection.

Auditory reading is the method of reading used most often. The reader hears the words mentally, and can read up to approximately 750 words per minute. Again, the reading rate is limited by an auxiliary factor, the rate of hearing speech.

In auditory reading, main ideas are readily identified and details are not lost. It is a good over-all technique for familiar office material, semi-technical material when there is some necessity for attention to vocabulary, and certain novels requiring critical judgment. In auditory reading there are wide ranges in rate; for instance, office material may be read at 300 words per minute, and a novel twice as fast. In general, it is the utilitarian form of reading, and satisfactory for reading most informational material.

Visual reading is the most rapid form of reading. There are no intermediate processes between perception and interpretation of the written symbols. Attention to words and format is reduced to a minimum; the visual reader "sees" it mentally and goes immediately to the heart of the matter. It is the most vivid form of reading, and is applied when the material is in narrative form and there is much description. Most pleasure reading should be on this level. Not all readers are capable of experiencing visual reading, but for those who can, it is in effect a "third dimension".

Definition of the purpose, and use of the technique most effective for the purpose, is the cornerstone of good reading. Intensive study material, unfamiliar technical publications, and material with semantic problems should be approached cautiously, while informational and less complex material should be approached on an auditory or visual level. For light material it is probably best to start reading at the highest level possible, and then reduce rate and technique as comprehension requires. Most fiction, for example, should be approached on a visual level; familiar office material on a high auditory level; and poetry and drama on a lower auditory or true vocalization level.

During training, students are often unable to control a tendency to read word-for-word, and certain procedures are recommended to develop control. To discourage unwanted vocalization, engage the speech muscles in other activities, such as holding a pencil between the teeth, or chewing gum or candy. To encourage visual reading, select material that lends itself to visualization, such as a travel or adventure story, or a descriptive novel. Establish mental interference to auditory reading by repeating a nonsense syllable, or by counting. With practice, visual reading will probably be experienced.

To summarize, true vocalization aids in the appreciation of verbal construction. When theme is less important than form, vocalization is preferred. When theme and conceptual development are desired, auditory reading is preferred; but for main idea, major outline, or an introduction to the style of an author, visual reading is recommended.

TAB

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READING IMPROVEMENT COURSE

SUBJECT: Vocabulary

METHOD OF PRESENTATION: Lecture and Exercise

OBJECTIVES OF INSTRUCTION:

To determine the level of the student's vocabulary and present methods of vocabulary development.

SUMMARY OF PRESENTATION:

The purpose of this session is to discuss (1) the speaking vocabulary, (2) the writing vocabulary, and (3) the reading or recognition vocabulary.

The Cooperative C-2 test is used to estimate the student's vocabulary.

REFERENCES:

1. The Way to Vocabulary Power and Culture by Dr. Wilfred Funk
2. 30 Days to A More Powerful Vocabulary by Dr. Wilfred Funk
3. Using Words Effectively by Parkhurst and Blais
4. A College Developmental Reading Manual by Wilking and Webster

REMARKS:

The Reading Improvement Course does not include concentrated study in vocabulary development because the level of vocabulary demonstrated by agency personnel has been above average, as judged by appropriate norms.

Vocabulary

READING IMPROVEMENT COURSE

Outline

I. The Nature of Vocabulary

A. The speaking vocabulary

1. It is characteristically narrower in quality and quantity than other categories of vocabulary.

B. The writing vocabulary

1. Includes the words outlined above, plus words for which the user must use reference sources to verify definition.

C. The reading vocabulary

1. Includes both the speaking and writing vocabularies, plus a large number of words which the reader recognizes through context but does not otherwise use.

D. The technical vocabulary

1. As a specialized usage of words, or new words, it will be developed only as the need arises.
2. To be effective, the words must be known with all their meanings and connotations.

II. Methods of vocabulary Improvement

A. Casual Improvement

1. The dictionary method
2. The notebook method
3. Reading-range method

B. Organized Vocabulary Attack

- (2) Prefixes
- (3) Suffixes
- (4) Synonyms
- (5) Antonyms
- (6) Foreign adoptions
- (7) Roots
- (8) Spelling

III. Vocabulary Evaluation

A. Cooperative C-2 Test

- 1. Range of vocabulary
- 2. Classification of vocabulary effectiveness
- 3. Quality of vocabulary

Vocabulary Lecture

I. The nature of vocabulary

A. Vocabulary is divided into three parts

1. The speaking vocabulary

- a. This is made up of terms and words of which the user feels confident of meaning, usage, and pronunciation.
- B. The speaking vocabulary is usually the narrowest of the three in quantity and quality.
- c. New words are usually used last in the speaking vocabulary.

2. The writing vocabulary

- a. This part of the vocabulary is larger than the speaking vocabulary, and in addition to the words of the speaking vocabulary, contains terms and words for which the user knows meaning and usage, but not pronunciation.
- b. Frequently the need for greater range of vocabulary is felt in this area because the user has time to think of the appropriate word and is unable to do so.
- c. Roget's Thesaurus is a valuable aid for building the writing vocabulary.

3. The reading vocabulary

- a. This is usually the largest in scope.
- b. Words are often understood in context which would not be when isolated
- c. Dictionary reference helps develop the reading vocabulary.

B. Knowledge of technical or specialized terms is a separate aspect of vocabulary.

1. Technical vocabulary development depends on the need for the words.

- a. Technical words should be checked in both a standard dictionary and a technical dictionary to develop both the common meaning and specialized meanings of the word.

2. Technical vocabulary is improved only with constant usage and development. It will deteriorate if unused.

II. Vocabulary improvement as related to reading improvement

A. Vocabulary limitations are not the usual cause of basic adult problems of slow reading and poor reading habits.

B. When vocabulary improvement is desired the method outlined in the College Reading Manual is an effective means of development.

1. The area for study must first be outlined.
 - a. Technical words to be studied must be learned both in and out of context.
 - b. Learning technical terms is often a rote memory process.
 2. A general knowledge of parts of words is a helpful vocabulary builder.
 - a. Prefixes
 - b. Suffixes
 - c. Antonyms
 - d. Synonyms
 - e. Root words
 3. A wide range of general reading is a good source of vocabulary enrichment.
- III. The first step in vocabulary improvement is evaluating the range of vocabulary now possessed.
- A. Cooperative C-2 Test

DIRECTIONS

FIRST: With a sheet of paper, cover up all the words on the right hand side, except the numbered list of key words running down the extreme left-hand side.

SECOND: Now begin with the first word "achromatic." Are you fairly sure that you have seen or known the word before? If so, take your pencil and make a check mark in front of it. If, to the best of your knowledge, it is a complete stranger to you, don't check it. Simply pass it by. The word is not part of your vocabulary. Don't waste time trying to figure it out. You have either seen the word before or you haven't, and you will find in 98 per cent of the cases where you are in doubt that you still won't know the word when you remove the sheet of paper and read the rest of the test. If, however, there is a reasonable doubt in your mind, give yourself the benefit of the doubt and put a check mark in front of the word.

Follow this method with each of the words to the end of the test, always covering up all the words on each page except the left-hand list.

Don't worry, as you go along, if many of the words are completely unknown to you. Some of them would puzzle scholars and would be wholly useless to you. Several will not appear in your abridged dictionary, but in order to take a total vocabulary test, it is necessary to sample the entire unabridged dictionary.

When you have finished checking all the words that you recognize, you are ready for the next step.

THIRD: Now go back to the beginning of the list and run down the left-hand list until you come to the first word that you have checked. To the right of it you will find four numbered words or phrases. One of these is nearer in meaning to the key word than the other three. Underline the word or phrase that you believe is nearest in meaning to the key word on the left. Move through your test with reasonable rapidity. Taking time for study will probably not add 2 per cent to your score.

Occasionally you will check a simple word in the key list and then you may discover that there is no word or phrase following it that seems to be near to it in meaning. Therefore, if any word has a meaning with which you are not familiar, don't count it. You are simply not familiar with that particular meaning of the word.

Pay no attention to the words you haven't checked. They are not part of your test.

Please don't guess. Be fair to yourself and don't be overconscientious, but leave pure guesswork out as this would render your results valueless. This is a scientific test and not a game. If at the end of your test you find that more than 3 per cent of your answers are wrong, it should raise a strong suspicion in your mind that you have been guessing.

1. achromatic a. a musical scale b. containing chromic acid
 c. colorless d. relating to time measurement
2. affection a. the act of influencing b. the consideration of
 disease c. a pledge d. an assertion
3. aldose a. sugar b. salt c. a prescription d. a certain amount
4. ambulacrum a. a sacred vessel b. part of a wing c. sucker of a
 parasite d. an echo
5. Anhalonium a. a man's name b. a town in Sicily c. a genus of plants
 d. a genus of snakes
6. apishamore a. an Indian squaw b. a saddle blanket c. a song
 d. a silly trick
7. Argidae a. South American fish b. herbs c. Greek islands
 d. a family of mites
8. assurance a. a pledge b. a bait c. timidity d. rancor
9. auxiliary a. exaggeration b. a bone c. helper d. deceiver
10. baluster a. a tiny star b. a small pillar c. a great noise
 d. a bright light
11. battle a. concord b. combat c. tangerine d. a fort
12. beshrew a. consecrate b. curse c. scatter d. honor
13. blind a. to admire b. beseech c. to announce d. to deprive
 of sight
14. border a. a tool b. an edge c. a person who boards d. a rustic
 dance
15. Bridgnorth a. a prison b. a title c. a palace d. a borough in
 England
16. Burnet a. a jewel b. a Scotch minister c. a canal d. an
 Indian
17. Callista a. a composer b. shrubs c. a novel d. an opera
18. card a. a coal b. a rifle c. a blue monkey d. a piece of
 cardboard
19. Catostomi a. apples b. fishes c. love-birds d. catkins
20. chap a. a metal plate b. a chapel c. a fellow d. a feud
21. chloral a. a song b. a cloak c. an oily compound d. a green
 bird
22. claim a. demand b. clog c. clap d. deny

23. cockerel a. a young cock b. a conceited person c. a feather d. a rosette
24. Commiphora a. bandits b. a town c. a group of shrubs d. a comedy
25. connate a. wicked b. dissipated c. knowing d. inborn
26. cora a. a duplicate b. an antelope c. a subtraction d. a glaze
27. courtesy a. graciousness b. fantasy c. famine d. hatred
28. crossed a. mounted b. marked crosswise c. waked d. waited
29. cycline a. mystic b. of recent date c. of recurring periods d. corrosive
30. decentralization a. solution b. distribution c. contribution d. abolition
31. depressor a. an impostor b. a stimulant c. a plaster d. an oppressor
32. die a. a jingle b. a cooper c. a cube d. a musical instrument
33. dispensatory a. of receiving b. of dealing out c. of forgiving d. of recovering
34. Douglas a. an opera b. a Scottish warrior c. a county in New York State d. an Irish critic
35. dye a. an explosive b. victuals c. coloring-matter d. a support
36. eland a. an antelope b. a chick-beetle c. an isle d. a kite
37. endotheliolysin a. a restorative b. a sedative c. an antitoxin d. a poison
38. erd a. a mistake b. earth c. gloom d. an ant
39. eventuation a. calmness b. issue c. dislike d. a contest
40. Ezzolied a. an opera b. a war song c. a dirge d. a life of Christ
41. felicitate a. to disgust b. to agitate c. to congratulate d. to urge
42. Firenze a. an opera b. a girl's name c. a province of Italy d. violinist
43. fly a. decide b. move in the air c. torture d. dawdle
44. Fox River a. a glacier b. a river in Wisconsin c. a hunter d. a magician
45. gablock a. magic b. a hook c. a buttress d. a symbol
46. geochemical a. of knees b. of humor c. of styles d. of geology and chemistry

47. gnaw a. grow angry b. to drink c. to bite persistently
d. to gnash
48. graphite a. a grain b. a spear c. a carbon d. an anchor
49. guide a. a surmise b. a conductor c. a cure d. a reward
50. hand a. a wish b. an insect c. a mouse d. a part of a limb
51. heaven a. something hoisted b. tightness c. supreme happiness
d. weight
52. hextetrahedron a. of six atoms b. a crystal form c. a radical d. a
tetrarch
53. homotaxis a. namesakes b. the same category c. small taxis d. not
taxable
54. hurry a. haste b. applause c. a growl d. a nook
55. ideally a. substantially b. organically c. perfectly d. actually
56. Inca a. a war-chief b. a Japanese measure c. an Arab tribe
d. a corporation
57. ingress a. access b. exit c. discourtesy d. attention
58. interruption a. persistence b. decay c. a breaking in d. a bursting
forth
59. itzli a. a bulb b. a Mexican peasant c. goats d. volcanic rock
60. journal a. a cape b. an idol c. a curtsy d. a diary
61. kettle a. a trumpet b. a vessel c. a fish-bowl d. a cap
62. kriyasakti a. minerals b. a Hindu god c. a stork d. creative power
63. lapideon a. a musical instrument b. a lapel c. a stone-cutter
d. lava
64. legion a. a plait b. an army force c. a barge d. a myth
65. light-year a. a depression b. a unit c. a science d. intellect
66. Loco-foco a. a writer b. a political party c. a Roman senator
d. a town
67. luster a. the sundew b. juiciness c. furze d. gloss
68. malakon a. a gem b. a Parsec c. appetite d. softness
69. Mars a. a god of war b. a month c. an Indian d. a river
70. meet a. abound b. come together c. eat d. heat
71. meteorological a. of meteors b. of records c. of dates d. of weather
changes

72. miraculous a. desirous b. supernatural c. lucid d. latent
73. monstrosity a. a monster b. uniformity c. gravity d. civility
74. murder a. gloom b. killing c. silence d. grumbling
75. naturalization a. gluttony b. death c. admission to citizenship
d. a haunch
76. niggard a. nestled b. neoroid c. ugly d. stingy
77. nummulite a. a coin b. a count c. an organism d. makeshift
78. old a. recent b. aged c. scanty d. frequent
79. organic a. vital b. visual c. venial d. vestal
80. ox a. a gas b. an animal c. an introduction d. a prickle
81. paposite a. salt b. a papoose c. an orangutan d. a priest
82. patent a. a sufferer b. a disease c. a sole right d. a monk
83. pentosan a. a compound b. a traitor c. a trough d. a roof
84. pharmacopoeia a. a book of drugs b. a mania c. a chemist d. a theory
85. pill a. a vagrant b. a shaft c. a tiny ball d. a spear
86. playable a. quick b. that may be played c. peaceful d. idle
87. political a. of exhibits b. farcical c. daily d. of public affairs
88. postmaster a. a stamp b. a carrier c. a newsman d. a public official
89. pressman a. a nerve b. one who prints c. a whirlwind d. a speed
90. prompt a. puny b. prolonged c. prone d. punctual
91. pudency a. modesty b. mischief c. distemper d. virginity
92. quartet a. an altar b. a prey c. a jonquil d. a composition
93. rape a. a twig b. grape juice c. a rib d. a seam
94. reflex a. reformation b. refreshment c. regiment d. reflection
95. responsory a. a psalm b. an absorbent c. a balm d. a sound
96. righteously a. rudely b. rightly c. restlessly d. ruefully
97. roulette a. a game b. a quail c. a degenerate d. a scoop
98. sage a. an oil b. a myth c. a plant d. an officer
99. Sault Sainte Marie a. a church b. two towns c. a mountain d. a cape
100. screw a. an harangue b. a grooved cylinder c. a rake d. a
screw

101. send a. to help b. to dispatch c. to begin d. to receive
102. shears a. sheep b. an instrument c. shad d. shells
103. sierra a. a short nap b. a province c. a yellow color d. a mountain chain
104. slaughter a. to massacre b. to flap c. to dabble d. to salute
105. solar a. of the sky b. alone c. of the sun d. of the soil
106. speech a. reason b. rascal c. dumbness d. utterance
107. squeeze a. to compress b. to defeat c. to comply d. to delegate
108. stethoscope a. a muscle b. an apparatus c. a spasm d. an atom
109. strive a. to endeavor b. to vibrate c. to lament d. to inject
110. sunflower a. an aperture b. a crate c. a stout herb d. a ray
111. sycophant a. to derive b. to cringe c. to multiply d. to swoon
112. Tannhauser a. a river b. a crusader c. a poem d. a castle
113. testamentary a. variegated b. bequeathed by c. outside d. of a loan
114. Thunbergia a. a queen b. climbing plants c. sea fish d. a state
115. tongue a. a secret society b. a fleshy organ c. a junk d. a light coat
116. trappoid a. of a rock b. of a harness c. of a trail d. of a snare
117. tryst a. a commotion b. a meeting-place c. a sail d. a pore
118. umbilical a. central b. yellow c. clustered d. shadowy
119. Ustilaginales a. mosses b. acids c. hawks d. fungi
120. ver sacrum a. a dedication b. free verse c. a lobe d. a contraction
121. vulgar a. solemn b. chaste c. coarse d. injurious
122. weave a. to entwine b. to shirk c. to measure d. to clothe
123. will a. a device b. stupidity c. a ruse d. self-determination
124. Wrangel a. a phantom b. an explorer c. a county d. a college
125. zooid a. a polecat b. an organism c. a carving d. a frieze

TAB

001-1 RETENTION

READING IMPROVEMENT COURSE

SUBJECT: Retention

METHOD OF PRESENTATION: Lecture

OBJECTIVES OF INSTRUCTION:

To advise the student concerning the practices and methods applied to reading in order to maintain the skills developed in the course.

SUMMARY OF PRESENTATION:

Research conducted by the Reading Laboratory has indicated that the 6 to 8-week period immediately following the course is crucial in determining whether the student retains the new skills or lapses back to old habits.

Techniques which have been stressed in the course are summarized and discussed — (1) Reading with a purpose, (2) Adjusting reading rate to purpose and material, (3) Concentration, and (4) Mechanical factors.

REFERENCES:

Effective Reading, Chapter VI, "Belles Lettres", pp. 406-510.

Good Reading (A Mentor Book)

The Wonderful World of Books (A Mentor Book)

Retention of Reading Skills

READING IMPROVEMENT COURSE

Outline

- I. How much retention of the skills learned may be expected?
 - A. Findings of this laboratory and other schools concerning
 1. Degree of skill retained after course.
 2. Comparison of figures from this laboratory with those from other laboratories.
- II. Review of the course.
 - A. Definition of comprehension requirements
 - B. Vocalization — auditory reading and visual reading
 - C. Mechanical skills
 1. Span of recognition
 2. Regressions
 3. Duration of fixation
 - D. Vocabulary
 - E. Concentration
- III. Suggestions for maintaining skills and continuing reading improvement.
 - A. Plan an eclectic reading program
 1. Recommended guides to pleasant and profitable reading
 2. Discuss the books you read with other people
 3. Read with a purpose

RETENTION

- I. How much retention of improved reading skills may be expected after the course is completed?
 - A. Retention tests are administered six to eight weeks after the course has ended, and again one year later.
 - B. Results of these tests are compared with scores at the end of the course.
 - C. Students are interviewed to establish their pattern of reading after the course is over.
 1. If a loss of skill occurs, it is lost immediately after the course.
 2. The average retention of gain of all students is approximately 84%.
 3. Students who do not read or who spend a large percentage of their time working with details (editorial proofreading or accounting, etc.) experience the greatest amount of loss.
 4. Students who read a great deal either on their jobs or for pleasure, are apt to continue making gains after the course is over and retention scores may be higher than final scores.

TAB

GLOSSARY

P R E F A C E

This glossary consists of selected terms pertaining to the subject of reading. The list provides terminology which will aid the student in acquiring a comprehensive understanding of the various phases of reading and related factors. Through obtaining a better understanding and speaking knowledge of the terminology associated with reading, the student should be able to analyze his own reading practices more readily and determine the necessary corrective action.

G L O S S A R Y O F T E R M S

ability, reading: skill in recognizing directly and interpreting accurately printed or written units of language with eye movements normally characterized by long sweeps that do not overreach their span of recognition.

ability, silent reading: relative efficiency in reading without audible pronunciation; regarded generally as a complex skill made up of subordinate skills, all of which function in an integrated manner to produce efficient reading.

accommodation, binocular: (1) the act of adjusting the two eyes on a central point in such a manner as to produce a clear image;
(2) the focusing of both eyes for maximum interpretation.

acuity: clarity of discrimination; perception of minute differences in sensory stimuli. (see acuity, visual)

acuity, visual: clearness or keenness of vision, quantitatively expressed in terms of Snellen chart and other measurements.

adjustment, binocular: (1) the act of directing the two eyes so that they work harmoniously in producing clear images upon the retina which are interpreted as a single clear, sharp image;
(2) the state in which the two eyes work together to produce clear, sharp vision.

afterimage, visual: the continuation of a visual sensation after the stimulus is removed, as commonly experienced upon closing the eyes after staring at a bright light.

apperception: (1) the process of focusing the perception, of being actively aware rather than passively sentient; (2) the process of relating new material to one's background of experience, and evaluating it in the light of that experience.

attention span: (1) the extent or limit of the ability of a person to attend to or concentrate on something; (2) the length of time during which a reader can concentrate on what he is reading without thinking of anything else; varies with age, physical, mental, and emotional condition, and the nature of the material read.

clue, context: suggestions as to the meaning of a word gained from the words immediately adjacent in a phrase, clause, or other context or found in the same general setting, such as a sentence or paragraph.

comprehension: the act of understanding the meaning of printed or spoken language as contrasted with the ability to perceive and pronounce words without reference to their meaning.

co-ordination, eye: (1) the functioning of the two eyes in attaining a single image in reading or other visual activities; (2) the co-operation of the two eyes in seeing; (3) the positioning of the two eyes in an orbit to maintain macular fusion.

discrimination, perceptual: (1) the act of discerning the differences among objects or symbols and of distinguishing one from another; in reading, the seeing of differences; (2) the power of identifying differences.

extraneous movement: in reading, a movement of the eye, head, lips, or any muscles of the body in a manner not essential or helpful to the reading process as such.

eye movement: the left-to-right progression of the eyes along a line of print (including fixations and the movement between fixations) and the return sweep to the beginning of the next line.

eye span: the amount of material grasped during one fixation pause of the eyes, measured in terms of either letters or letter spaces.

fixation: the postural position of the eyes that maintains the visual axes on the object of regard.

fixation, binocular: (1) the act of focusing both eyes on the same point in space; (2) the normal pause of both eyes, as in reading, for the purpose of perception.

fixation frequency: (1) the number of steps made by the eyes in reading a line of print or writing; (2) the number of pauses per minute made by the eyes in reading.

fixation pause: a cessation of movement of the eyes, as in reading, for the purpose of perception. Synonym: fixation.

fixation time: (1) the time consumed in reading by pausing to fix the eye upon the unit of recognition, commonly a word part, a word or a word group; (2) the duration of the fixation in reading, measured in seconds or fraction of seconds.

fusion: (1) a method of combining units of subject matter to bring into relief their interrelationships; (2) the combining of the images from the two eyes into a single impression.

learning plateau: a period during which there is no evidence of progress in learning.

memory, immediate: the recall of learned materials with the minimum lapse of time after learning.

ophthalmograph: a portable instrument for photographing the movements of both eyes during reading.

perception: (1) in its most limited sense, awareness of external objects, conditions, relationships, etc., as a result of sensory stimulation; (2) more broadly, awareness of whatever sort, however brought about.

perception, word: (1) the act of seeing or perceiving words, as contrasted with perception of other objects in nature; (2) the seeing and identifying of words as wholes, as contrasted with letter perception or the perception of parts of words or small word groups.

perceptual span: (1) the horizontal extent of interpretation with the eye (monocular) or eyes (binocular) fixed on one point; (2) the number of words, figures, or other items that can be interpreted in a single fixation. Synonym: span of recognition.

perceptual span, absolute: the maximum number of words (or letters) that the individual can perceive during a very short exposure of the tachistoscope or fall chronometer; exceeds the actual span used in reading.

perceptual span, relative: the number of words or letters that are seen during each pause or fixation as one reads, which constitutes the span actually used in ordinary reading; sometimes less than half the absolute perceptual span.

readability: the quality of a piece of reading matter that makes it interesting and understandable to those for whom it is written, at whatever level of educational experience.

reader, context: (1) a reader who depends on the context, or setting, of words as a means of recognizing their form, rather than on visual or phonetic analysis; (2) a rapid reader, somewhat careless of details who concentrates on meaning rather than form.

reading, assimilative: a type of reading in which the reader concentrates on grasping the literal meaning without evaluation of or reflection on the significance of the ideas.

reading, associational: reading involving higher mental processes and bringing past experience to bear on the vicarious experience provided by reading.

reading, extensive: (1) wide reading, covering much material; (2) rapid reading for main thought rather than for detail or mechanics of expression.

reading, intensive: (1) reading confined to a limited amount of material; (2) careful reading with attention to details of grammar, meaning, mechanics of expression, etc.

reading, phrase: reading that consists in recognizing and pronouncing word groups rather than complete sentences; a type of drill exercise.

reading, reflective: (1) thoughtful reading in which the reader seeks to grasp not only the literal meaning but the ideas suggested by the writer's words; (2) reading undertaken for the purpose of solving a problem or difficulty.

reading, word-by-word: an ineffective type of oral reading characterized by pauses between words.

reading difficulty: (1) a specific lack of skill that prevents the student from reading effectively; (2) the degree of difficulty with which a selection or book is read by a given trainee or group; determined by consideration of various factors such as the vocabulary, sentence structure, figurative language, sentence length, etc., of the material in relation to the age and intelligence of the proposed reader or readers.

reading distance: the distance from the eyes to the point at which the eyes converge in reading; commonly found to be between 14 and 16 inches among adults and 10 to 13 inches among children.

reading rate; speed of reading: usually measured in terms of the number of words or letters recognized and comprehended per minute or per second.

reading span: the number of words in a line of reading material perceived in a single fixation.

regression: a movement of the eyes backward from right to left along the line of type being read; distinguished from return sweep; an error in silent or oral reading in which the reader retraces or goes back over what he has been reading.

regressive eye movements: right to left return of one or both eyes during reading.

return sweep: the movement of the eyes from the end of one line of print or writing to the beginning of the next line.

saccadic movement: the rapid movement of the eyes in changing from one fixation point to another.

skill, reading: an ability that is essential to successful performance in reading, such as word recognition, comprehension, organization, or remembrance.

scanning: (1) a method of reading in which the reader looks for certain items but does not read the complete text; (2) a method of reading in which the reader attempts to get the general meaning without attention to details.

tachistoscope: an apparatus for the exposure of words, numbers, pictures, or other visual stimuli for very brief intervals of controlled duration: used in the investigation and improvement of reading, spelling, and visual perception in general.

vision, peripheral: (1) vision resulting from images falling on the outer portions of the retina (when the eyes are directed straight ahead, peripheral vision is perception on the extreme edges of the visual field); (2) mental interpretation of light stimuli falling on the retina outside of the 10 degrees surrounding the macula.

visual memory span: (1) the extent of an individual's memory for visual symbols, such as letters, words, or other objects; (2) the number of items seen that can be recalled after a single presentation.

N O T E

The terms used in this Glossary were taken from the "Dictionary of Education," Edited by CARTER V. GOOD, Copyright 1945.

TAB

HAND OUTS
Approved For

READING IMPROVEMENT COURSE

1. What is reading?
2. What factors differentiate a skilled reader from a poor reader?
3. Why read?
4. Why don't adults read as well as they could?
5. What kinds of reading techniques do you need?
6. What skills are common to all kinds of reading?
7. How can these skills be developed?
8. How will skills be measured?

Training Aids Used In The Reading Improvement Course:

1. Reading Rate Accelerator
2. Renshaw Tachistoscope
3. Ophthalmograph
4. Harvard Films

WHAT IS THE READING PROCESS?

PHYSICAL

Vision
Health
Fatigue
Level of Ability

PSYCHOLOGICAL

Thinking Process

Reasoning
Ability to relate new material
to background information.

Ability to compare, contrast,
describe, and evaluate a
subject as a whole.

Ability to relate, review,
outline, and enumerate in
proper perspective the
necessary details.

Understanding of word meanings
in context and in isolation.

Emotional Process

Need for information
Motivation in a reading task
Attitude toward a reading task
Interest in the subject
Habit strength

PERCEPTUAL

Span of Perception

Span of Recognition

Number of Fixations

Duration of Fixation

Habitual Regression

Regularity and controlled
irregularity of procedure

Vocalization

Concentration (this also has
physical and psychological
overtones.)

READING SURVEY

I. Office Reading

1. How many hours per day do you spend reading in the office, approximately?
2. Please identify the type of reading that you do in the office.
 - A. Scanning for
 - a. details
 - b. main idea
 - c. a combination of both main idea and details
 - d. organization
 - e. specific information
 - B. Extensive Reading for
 - a. main idea
 - b. careful retention of details leading to subordinate concepts, plus main idea.
 - c. other (describe)
 - C. Intensive - technical, in the _____ field.
 - a. main idea
 - b. details
 - c. a combination of both

Which one of the following terms best describes most of your reading?

1. Administrative or technical review of the work of others
2. Editorial and grammatical corrections
3. Expository reading for general information
4. Searching for specific information

II. Leisure Reading

2. Are you currently reading a book? If so, give the title and author.
3. List five books you have enjoyed reading most.
4. List the magazines, professional journals, and newspapers that you habitually read.

III. Foreign Language Background

1. List the foreign languages you have studied and give the extent of proficiency in each:

| <u>Language:</u> | | | | | |
|--|--|--|--|--|--|
| <u>Native tongue</u> | | | | | |
| <u>Academic</u> | | | | | |
| <u>Environmental</u> | | | | | |
| <u>Reading knowledge</u> | | | | | |
| <u>Speaking knowledge</u> | | | | | |
| <u>Currently enrolled in reading training</u> | | | | | |
| <u>Currently enrolled in speaking training</u> | | | | | |
| <u>Some vocabulary difficulty</u> | | | | | |

RECOMMENDED REGIME FOR GOOD READING:

1. Good Reading (pocketbook), 1952 Edition, Mentor books.

Work on two or three fields that interest you. Read at least one book per week.

2. Newspaper reading

Twice a week (or more often), time your reading of two articles from the daily paper. Choose one article on a subject with which you are fairly familiar, and the other on a subject you know nothing about. Try in each succeeding exercise, to increase the difference between the two rates. (To get a reading rate in words per minute quickly, first get an average of the no. of words per line by counting the no. of words on 10 lines and averaging. Then count the no. of lines and multiply).

Before you read the major news story of the day, jot down all you know about the topic. Then read (or scan) to answer specific questions you want answered.

References:

Rosenthal, Hummel and Leichty. Effective Reading The Riverside Press, Cambridge, Mass., 1944.

Simpson, Elizabeth SRA Better Reading Book 2. Science Research Associates, Inc., 57 W. Grand Avenue, Chicago 10, Ill.

Wilking & Webster A College Developmental Reading Manual. N.Y.: Houghton Mifflin Co., 1943

Parkhurst & Glais. Using Words Effectively, Series B. N.Y.: Harper & Brothers, 1948

STUDY PLAN

Find Ideas

Remember Facts

You can more effectively

Get Information

Prepare for a Test

Research has produced a sound method. Here is how it works.

Get Ready to Read

1. SCAN Quickly scan the introductory paragraph, subtitles, key sentences, key words, summary. Decide on the author's plan.
2. QUESTION Turn the title or key sentences into questions.
3. ANTICIPATE Before reading, try to answer these questions mentally.

Read and Hunt

4. READ Read the entire selection and look for the author's ideas to answer your questions.

Think It Over

5. RECITE Close the book or magazine. Tell yourself in your own words what you have learned. Write notes on material that must be remembered.
6. REVIEW Later, to make your knowledge stick, review the gist of the article, or chapter, again in your own words.

Check each item.

| | <u>Nearly Always</u> | <u>Seldom</u> | <u>Never</u> |
|---|--------------------------|---------------|--------------|
| <u>Rate</u> | | | |
| I believe that I know when to read in first gear; when to read in second; when to read in third. | _____ | _____ | _____ |
| I usually ask myself before I start just why I am reading and what I am looking for. | _____ | _____ | _____ |
| I adjust my rate to the purpose for which I am reading. | _____ | _____ | _____ |
| I adjust my rate to the subject matter of what I am reading. | _____ | _____ | _____ |
| <u>Concentration</u> | | | |
| I try to think ahead of the author. | _____ | _____ | _____ |
| I usually study in the atmosphere most conducive to good work. | _____ | _____ | _____ |
| I try to vary my study jobs; first something hard, then something easy. | _____ | _____ | _____ |
| I try to avoid studying when I am excessively tired or worried. | _____ | _____ | _____ |
| I try to involve my attention by asking myself questions before reading. | _____ | _____ | _____ |
| <u>Comprehension</u> | | | |
| I can survey my assignment beforehand so that I have some idea of where the writer is going. | _____ | _____ | _____ |
| I follow the author's organization by: Looking for signals like <u>first</u> , <u>second</u> , <u>more-</u> <u>over</u> , numbered points, italicized words | _____ | _____ | _____ |
| Watching for important words and sentences | _____ | _____ | _____ |
| Finding the author's pattern - such as time sequence, cause-effect, opinion-reasons, problem-solution | _____ | _____ | _____ |
| Recognizing main ideas | _____ | _____ | _____ |
| I can condense ideas into working notes. | _____ | _____ | _____ |
| I can write a clear summary. | _____ | _____ | _____ |
| In an article containing opinion, I weigh the evidence. | _____ | _____ | _____ |
| <u>Memory</u> | | | |
| I hold myself responsible for getting <u>ideas</u> <u>rapidly</u> . | _____ | _____ | _____ |
| I say the main ideas to myself (or write them) immediately after doing study reading. | _____ | _____ | _____ |
| I operate on the principle that several short reviews are better than one long cramming period. | _____ | _____ | _____ |
| I try to associate new ideas with what I already know. | _____ | _____ | _____ |

"HOW TO READ A BOOK"

Based on the article "Rapid Reading With A Purpose" by E.A. Dolch, School Review, September, 1951

What is the best way to understand the contents of a book rapidly?

First, read the preface. Often the author tells here why he wrote the book, what field he tried to cover, what points he tried to make, and how he felt about it.

Next, study the table of contents. This will tell what topics are covered, and from the paging at the right, an estimate of where emphasis is placed.

Then sample the book. Random reading at various points in the book will give an estimate of the author's style and approach.

Topic Sentences are signposts to watch for, as are chapter summaries and chapter headings.

The items given above will accumulate for you only a hodge-podge of assorted information unless you ask yourself questions as you read:

For whom is the book written? Was it intended for a specific, narrow readership, such as a high school textbook, or particular club group, or was it intended for wide readership?

Does the author intend to influence the reader, or does he have any motive for wishing to change your opinion? Is he adding new facts to a field? Does his viewpoint differ or agree with others in the field? Where do such agreements or disagreements occur? Is the book sketchy or complete? Does he emphasize any topic out of proportion to its importance? Does he neglect any aspect of the subject?

Is the book close to reality? Does it show only "one man's opinion"? Could the ideas discussed be used in other situations? How do they apply to your situation?

In the case of fiction, is the plot of the book subordinate to the characters? Are the characters clearly drawn? What parts of the book are outstanding? How does it compare with other contemporary literature? The classics?

RAPID READING WITH A PURPOSE

by
E. W. Dolch

CPYRGHT

From - School Review Sept. 1951

HOW TO PREPARE A BOOK REVIEW

1. A reviewer is always limited for space. He is told to write his review in just so many words. In this case, the review is to be about five hundred words. The first half of the review is to be a summary; the second half, comment.

2. How does a reviewer "read" a book?

- a. He reads the preface; for often the author tells here why he wrote the book, what field he tried to cover, what points he tried to make, and so on.
- b. The reviewer studies the table of contents. The table of contents tells what topics are covered in the book and, from the paging at the right, the reviewer can tell how much space has been given to each topic.
- c. The reviewer samples the book, reading a little here and there. Every reader has often sampled books in book stores or libraries by opening them at random and reading a little to find out whether or not he wants to buy the book or to take it home.
- d. The reviewer reads the first or last chapter or other parts that seem to summarize the book. If the place where the author gives his whole message in a short passage can be found, the reviewer saves much time.

CPYRGHT

3. When the reviewer begins to write, he tells first what the book is about. He does not repeat the table of contents. Instead, he tells (a) what field or area the book covers and (b) what the chief emphasis of the book is. In other words, what is most of the book about? Which are the longest chapters? To which topic is most space given?

4. The reviewer comments on the book. In practice, reviewers may mix their summary and their comments, but for the present purpose he puts all the summary (250 words) first and all the comment (250 words) last. The comment is the most important part because it tells the reader of the review whether or not he wants to buy and read the book himself. In the

comment section of the review, the reviewer answers the following questions and adds still other observations:

- a. Is the book interesting? The reviewer can tell this by reading parts of the book here and there. If he wants to read more, it is interesting; if he does not, it is not interesting.
- b. For whom is the book written? The author had some audience in mind. Who was it? Teachers, professors, parents, laymen, who? The reviewer can tell this from the preface or through sampling the book.
- c. Is the book easy to read? Sampling quickly tells the reviewer whether the book is easy or hard to read.
- d. Is the book technical? Is it full of technical language, figures, graphs, tables, etc.?
- e. Is the book practical? As the reviewer samples it, does it sound as if it were about real people? Could the book's suggestions be followed? Is it close to reality?
- f. Is the book sketchy or complete? How completely and fully does it cover its subject? The reviewer can get this from the table of contents and from sampling.
- g. Are there any parts of the book that the reviewer particularly likes? He should look at the table of contents to find a chapter that appeals to him. He should then read some of it and tell how and why he likes it.
- h. How could the book be improved? Most reviewers state at the end of their reviews that something might have been done better. They do this to show what good reviewers they are. The present reviewer should make some such comment for this book.

EFFECTIVE READING - SEMI-TECHNICAL MATERIAL

Semi-technical material which is to be read only once must be organized mentally as one reads or else the content is forgotten. Written material often assumes a format which, as one searches, develops a readily identifiable pattern. Using the pattern as a key, certain major points are emphasized mentally and the whole is more easily remembered. The major patterns most commonly used are:

Problem - Solution

Opinion - Reasons

Time Sequence

Logical Order

In the development of the major patterns, the substantiating detail most often falls into the following categories:

Cause - Effect

Comparison - Contrast

Illustration

Question - Answer

In reading semi-technical material as the pattern is identified, a pause for thought at the end of each contributing part of the pattern is helpful. As the pattern is identified and built up during the reading process there is less chance of forgetting (1) the main idea, (2) the substantiating data, or (3) minor details.

AIDS TO READING FOR A PURPOSE

1. Have definite questions which you wish answered through reading a given selection.
2. Before beginning to read, stop to think over what you already know about the subject.
3. While reading, make a mental note of the main points in the paragraph or article.
4. From time to time stop to think over the material just read in a preceding section.
5. Notice the illustrations and examples that are used.
6. See if you can determine the ending of a story before you finish reading it.
7. Develop the habit of criticizing what you read.

AIDS TO RAPID READING

1. Make a determined effort to increase your speed of reading.
2. Attempt to read more than one word at a glance.
3. Make a determined effort to grasp main ideas.
4. Reduce lip reading and inner speech to the least possible minimum.
5. Set a goal and keep a record of your speed of reading.
6. Make certain that you understand the difference between rapid reading and scanning.
7. Always adapt your rate of reading to the difficulty of the material.

AIDS FOR INDEPENDENT READING

1. Try to read one good fiction book a month.
2. Each month read several stories and articles in good magazines
3. Make use of book lists found in your textbooks as a source of material for independent reading.
4. When reading literature, try to relate the material to your classes in other subjects.
5. Develop the habit of reading at times when you would not be doing anything else as worth while.
6. Keep a record of your independent reading.

A BASIC TABLE OF PREFIXES

| PREFIX | MEANING | EXAMPLE | TRANSLATION |
|--------------------------------|---|----------------------------------|--|
| a, an | without, not | amoral | without morals |
| ab, a, abs | away from | abnormal | away from normal |
| ad, at, ac, ag, al, an, as | to (the various consonants with the vowel "a" are similar to the first consonant of the word to which it is attached) | allocate | to give to, assign |
| amb, amphi | around | amphitheatre | theatre with seats around the stage |
| ana, an | up, upon, again | analogical | founded on logic |
| ante | before | antecede | to go before |
| anti, ant | against, opposite | anti-labor antagonist | against labor one who opposes |
| apo, aph | off, away, from | apostasy | standing away from faith, abandonment |
| ben(e) | well | benefaction | a good deed |
| bi, bis | two, twice | bimonthly | every two months |
| cata, cath | downward, in accordance with | catalogue | "down the list" (literally) |
| con, co, cog, col, com, cor | with, or together (see "ad" etc. above for explanation of various forms) | coherence collaborate | sticking together to work with or together |
| contra, counter, contro | against | counter-espionage controversy | spying against turning against (literally) |
| de | down, from, off | descend | come down |
| dia | through, across | diameter | to measure through |
| dis, di, dif | apart, not | disintegrate | not integrated |
| e, ex | out | exit | go out |
| enter | between | enterprise | (literally) take |

| PREFIX | MEANING | EXAMPLE | TRANSLATION |
|--------------------------------------|-------------------------------|--------------------------|-------------------------------|
| epi, eph (before aspirated word eph) | on, beside, among, over, upon | epicenter | place above earthquake center |
| extra | beyond | extracurricular | beyond the curriculum |
| hemi | half | hemisphere | half a sphere |
| hyper | over, excessive | hyperactive | overactive |
| in, il, im, ir | not | inadequate irreverent | not adequate not reverent |
| inter, intro | between | interpose | place between |
| juxta | near | juxtaposed | placed near to |
| mal | bad | malefactor | one who does bad |
| mis | wrong, ill | misdeed | a bad deed |
| multi | many | multimillionaire | one with many millions |
| non | not | non-negotiable | not to be negotiated |
| ob, oc, of, op | against, toward | obstruct | to hinder, go against |
| para, par | by the side of, near | parody | near a song |
| per | throughout in space or time | perennial | through a year (or years) |
| poly | many | polygamous | having many wives |
| post | after | post bellum | after the war |
| pre | before | predispose | dispose before |
| pro | before | prologue | spoken before |
| pro | for, forth, forward | protagonist | one who is for something |
| re | back, again | re-enter regress | enter again go back |
| retro | backward | retroact | to act in a backward fashion |
| semi | half | semi-annual | every half year |

| PREFIX | MEANING | EXAMPLE | TRANSLATION |
|---------------------------------|----------------------|--------------|------------------------------------|
| sub, suc, sug, suf, sup, sur | under | submerge | dip under |
| super, sur | over | supersede | to sit over (literally) |
| syn, sym, syl | along with, together | symphony | a sounding together |
| trans, tran | across | translucent | shining through or across |
| ultra | beyond, exceedingly | ultra-marine | from beyond the sea (literally) |
| un | not, negative | unnatural | not natural |

LATIN PREFIXES

a, ab--away from; absent
ad--toward; advance
ante--before; antecedent
circum--around; circumscribe
com, con, co, col--together with;
companion
contra, contro--against; contradict
de--down from; descend
dis, di--apart; disgust
e, ex--out of; expel
in--into, not; insert, insecure
inter--between; interrupt
intra, intro--inside; intremural
per--through, thoroughly; permit
post--after; postscript
pre--before; pre-war
pro--in front of; proceed
re--again; revolve
sub--under; subscribe
super--above; superfluous
trans--across; transgress

GREEK PREFIXES

amphi--around, on both sides; both
anti--against; anti-war
dia--through, apart; diameter
ec--out of; ecstasy
epi--upon; epitaph
eu--well, eulogy
meta--beyond; metaphysics
para--against; parasol
peri--above; periscope
syn--together; synchronize

LATIN SUFFIXES

--al, --ic--relating to, like; hypocritical, Homeric
--able, --ible--that may be; curable, comprehensible
--ce (noun) perseverance)
--ion (noun) condemnation) State, condition, quality
--ty (noun) certainty)

ROOTS - (over)

ROOTS FROM LATIN DERIVATION

aqua--water; aquatic
audio--to hear; audience
bene--well; benediction
cor, cordis--heart; cordial
corpus, corporis--body; corporal
credo--to believe; credit
deus--God; deity
dominus--lord; dominate
ego--I, myself; egotist
facio, factum--to do or act; fact
filius--son; filial
frater--brother; fraternal
ignis--fire; ignition
jungo, junctum--join; junction
locus--place; locate
loquor, locutus--speak; loquacious
mitto--send; remit
mors, mortis--death; mortal
multus--much, many; multiply
omnis--all, entire; omnipotent
Pater--father; paternal
pes, pedis--foot; centipede
pono, positum--to place; position
potior--to be able or strong; potential
porto--to carry; portable
primus--first; prime
pugno--to fight; pugnacious
scribo, scriptum--to write; script
socius--friend; social
solus--alone; solo
totus--entire; total
utilis--useful; utility
verto, versum--to turn; invert
via--way; viaduct
video, visum--to see; visible

ROOTS FROM GREEK DERIVATION

aer--air; airplane
arche--beginning, chief; archbishop
autos--one's self; automatic
bios--life; biography
chronos--time; chronological
cratos--rule, strength, autocrat
ge--earth; geology
grapho--to write; phonograph
heteros--other; heterodox
hex--six; hexagon
homos--alike; homogeneous
hydor--water; hydraulic
logos--speech, science; prologue
metron--measure; thermometer
micro--small; microscope
octo--eight; octopus
orthos--correct; orthodox
pathos--suffering, pathetic
pan--all, whole; pan-American
penta--five; pentameter
philos--friend, lover; philosopher
phobos--fear; phobia
phone--sound; telephone
polis--city; Minneapolis
poly--much, many; polygamy
pseudos--false; pseudonym
psyche--soul, mind; psychology
sophos--wise; philosopher
tele--far off; telegraph
theos--God; theology

PREFIXES and SUFFIXES - (over)

READING IMPROVEMENT COURSE